# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* using pupil premium.

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | St Martin's Catholic Primary |
| Number of pupils in school | 186 |
| Proportion (%) of pupil premium eligible pupils | 38% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2022 2022 - 2023 2023 - 2024 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Catherine Ming |
| Pupil premium lead | Catherine Ming |
| Governor / Trustee lead | Neil Eccles |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £88,770 |
| Recovery premium funding allocation this academic year | £10,150 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £98,920 |

# Part A: Pupil premium strategy plan

## Statement of intent

The senior leadership team have decided to spend the pupil premium funding on support and activities which we feel has the greatest impact on achievement and progress through school driven evidence and research backed up by the EEF and Sutton Trust. A significant amount of additional funding has been allocated to the school and we set out with a determined plan to ensure that it has maximum impact.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Through careful analysis of internal pupil level data, such as assessment tracking of cohorts and interventions we ensure that these funds are effectively.

We also use existing research and publications including those from OFSTED and the Education Endowment Foundation to enable us to make informed decisions with regards to pupil premium spending. Our pupil premium spending has a tiered approach focusing on the following 3 areas: teaching, targeted academic support and wider strategies.

In St Martin's school we never confuse eligible pupils with low ability and aim to ensure that this group of pupils are given every opportunity to accelerate progress and achieve their full potential. We have identified a range of barriers including; attendance, behaviour, self-esteem and aspirations and further external factors and have created a bespoke approach to tackle these issues. This include professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, ensuring parental engagement, providing opportunities for first hand experiences and improving their cultural capital in addition to the development of literacy and numeracy skills.

The Senior Leadership team and Headteacher have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly. We ensures class teachers and subject leaders know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.

The Governing Body is ambitious for pupils and closely monitors the school's effectiveness in closing the gap between different groups of pupils.

# Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|---|---|
| 1 | Literacy skills<br><br>Phonics and Reading - as a school we have identified and prioritised the need to provide early intervention for reading and phonics. COVID 19 has led to, on average, 3 months lost learning in phonics and key reading skills across the school. YR baseline data for 2021 indicates that at least 92% of children are significantly behind in their early development of phonics.<br><br>SPAG – this has been an area identified due to the lack of practice that has taken place over the previous two years and the reduction of phonics skills has had a knock on effect on spelling. |
| 2 | Mathematical skills<br><br>Mathematical fluency – as a school we have identified and prioritised the need to provide early intervention for maths key skills and timestables. COVID 19 has led to, on average, 3 months lost learning in these areas. YR baseline data for 2021 indicates that at least 92% of children are significantly behind in their early development of number. Specific knowledge of timestables has been affected by the lack of practise during the last two years.<br><br>Reasoning – The reduction of knowledge of the key skill areas has impacted on the children's ability to reason. |
| 3 | Social, Emotional and mental well being<br><br>As a school we have identified that for many families life has difficulties.<br><br>Some of these factors that have been exasperated by lockdowns and school clo-sures. The two areas that we have identified as the biggest barriers are Self-esteem and Behaviour challenges. |
| 4 | Attendance and Punctuality issues<br><br>Historically it has been identified that children in receipt of pupil premium have lower attendance than others. |
| 5 | Parental engagement and aspirations<br><br>Some parents have requested additional help in supporting their children with their education and there is evidence to suggest that parents whose children do not engage with learning are often the ones who need this support. |

# Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| To accelerate reading progress for PP from very low starting point on entry to YR | Achieve above national average progress scores in KS2 Reading (at least 0) Every child to be a fluent reader and to develop a genuine love of reading. Increased understanding and levels of vocabulary. |
| To accelerate progress in Writing for PP from very low starting point on entry to YR | Achieve above national average progress scores in KS2 Writing (at least 0) |
| To accelerate progress in Mathematics for PP from very low starting point on entry to YR | Achieve above national average progress scores in KS2 Maths ( at least 0)<br><br>For PP children to increase confidence and fluency with key skills |
| To ensure PP children have sound phonics knowledge | Most PP children in YR to successfully complete YR phonics programme and achieve ELG in reading.<br><br>To achieve phonics pass rate in line with or above national averages for PP in year 1 and for those who do not meet that standard to successfully pass the phonics check by end of Autumn Term in Y2. |
| To reduce attendance gap for PP against all others and to re-focus on attendance following a difficult period due to COVID | Attendance of majority of disadvantaged pupils is above 96%.<br><br>Increase % of the number of pupils monitored showing a satisfactory improvement in attendance. |
| To provide additional support for emotional wellbeing and improve mental health for identified groups of pupils. | Increased pupil engagement in learning and barriers to experience a full curriculum are removed. SLT to continue to work closely with families who need additional support. |

# Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *30,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Teaching Assistants employed additional hours to support teaching and learning of key skills for maths, reading and writing within all classes | Intervention assessments (3 year trend) indicate accelerated progress for identified pupils when additional high quality TA support is in place.<br>EEF school improvement toolkit supports high quality teaching supported by making best use of TA's research | 1 and 2 |
| To use additional staff hours to deliver small group interventions for pupils identified as having gaps in key number skills. | The results of the arithmetic paper 2019 reflect the impact of systematic, focussed teaching of key number skills across the whole school. Arithmagician results and TTrockstars data supports the accelerated progress the children can make with this approach.<br>EEF targeted support research and supporting document selecting interventions supports this approach | 1 and 2 |
| To use additional staff hours to deliver small group interventions for pupils identified as having gaps in key literacy skills. | The results of the GPS paper 2019 reflect the impact of systematic, focussed teaching of key SPAG skills across the whole school.<br>EEF targeted support research and supporting document selecting interventions supports this approach | 1 and 2 |
| Provide high quality training and CPD for staff | Whole KS training in Read Write Inc phonics and CPD through the maths hub for two members of staff leading this initiative have provided staff with resources and knowledge to deliver a high quality curriculum to all groups of learners. Internal CPD and sharing of good practice has had a positive impact on staff confidence, skills and wellbeing.<br>Read Write Inc Phonics is on the governments approved SSP provider list and EEF research promotes accelerated progress when 1 scheme is used with fidelity – improving literacy in KS1 | 1 and 2 |
| Ensure sufficient and suitable resources are available for delivery of high quality teaching | High quality resources are proven to enhance the quality of teaching and learning.<br>Supported by evidence from EEF (improving maths in KS1 and KS2/KS3) | 1 and 2 |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *30,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Teaching Assistants employed additional hours to deliver focused interventions for early reading and 1:1 phonics | Intervention assessments (3 year trend) indicate accelerated progress for identified pupils.<br>EEF research into targeted support and selecting interventions plus the teaching toolkit which helps to measure impact has been used | 1 and 2 |
| Establish small group maths interventions for disadvantaged pupils with identified gaps in early number skills. | Intervention assessments (3 year trend) indicate accelerated progress for identified pupils. | 1 and 2 |
| In year 2 focus is placed on shared teaching providing small group support for disadvantaged pupils | Accelerated progress for identified pupils from tracking data. | 1 and 2 |
| Provide high quality training and CPD for staff completing and leading on interventions | CPD in 1:1 phonics, Reading Plus and 1st Class@number have provided staff with resources and knowledge to deliver a high quality curriculum to all groups of learners. Internal CPD and sharing of good practice has had a positive impact on staff confidence, skills and wellbeing. | 1 and 2 |
| Ensure sufficient and suitable resources are available for delivery of high quality interventions | High quality resources are proven to enhance the quality of teaching and learning. | 1 and 2 |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 38,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Whole school team teach training | Behaviour and CPOMS logs improve after the training on de-escalation strategies and a consistent approach is used by all staff<br><br>Impact statements for children who have received support evidence the effect this support has had on their ability to access learning successfully<br><br>EEF research into improving behaviour in school supports this consistent approach | 3 |
| Rewards for attendance – Whole class and individuals | Improved attendance data, attendance case studies and data indicate success with hard to reach families. | 4 |
| Provide additional emotional/nurture support for identified groups of pupils whose needs will often present as a barrier to learning. | 3 year trend of ELSA assessments, general observations and Pupil voice are all indicators of the positive impact of our nurture programme.<br><br>Improving Social and Emotional Learning in Primary schools research supports this approach | 3 |
| Purchase of SLA support for Education welfare officer and education Psychology Services, provide speech and language- to support families with attendance and specific SEN needs. | High levels of need within the school community highlights the need for such support from external services. (above national average numbers of SEN)<br>St Martin's is in an area of high deprivation (area 5)<br>SBSPs, attendance case studies and data indicate success with hard to reach families.<br>EEF working with parents to support learning and SEN in mainstream school research has provided the basis for our decision. | 3 and 4 |
| Ensure all pupils have opportunities to access the wider curriculum | Prior to COVID 19 disruption 100% of children were given opportunities to experience residential trips and extra-curricular activities without cost being a barrier<br>Parent Power and Extra-Curricular Inequalities research by Sutton Trust supports this approach | 5 |

## Total budgeted cost: £ 98,000

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

**Desired outcomes were**

**High Quality Teaching**

**Improved progress and attainment in reading and maths**

**Improved rates of progress in reading by the end of KS2**

This has been very hard to measure due to the disruption due to COVID and the cancellation of statutory testing. Internal data is below.

| Measure | Meeting expected standard at KS2 | Achieving high standard at KS2 |
|---|---|---|
| RWM | 71% | 6% |
| Reading | 71% | 13% |
| Writing | 71% | 6% |
| Maths | 84% | 16% |

50% of the year group were identified as Disadvantaged.

**Targeted support**

**Troubled families access appropriate additional support**

29% of families accessed the additional support services through the Family support worker, SEN service or Educational Welfare team.

**Other approaches**

**Disadvantaged pupils are given additional opportunities to develop their SEMH**

26% of disadvantaged children accessed additional support in order to improve their SEMH

**Greater access for pupil premium children in any extra-curricular provision both provided by school and through external providers**

Unfortunately, due to COVID much of the extra-curricular provision was unable to take place, however in year 5 we did see a 20% increase for cricket among the PP children (77% up from 50% in the previous year)

**Increased rates of attendance for children eligible for PP**

In 2019/2020 pupil premium attendance was 91.9% with 26.2 % being persistent absentees. In 2020/2021 the attendance increased to 94.6% with only 18% persistent absentees.

# Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
| --- | --- |
| 1:1 fast track tutoring | Read Write Inc |
| 1stclass@number | Edge Hill University |
| Reading Plus | Reading solutions |
| Freshstart | Read Write Inc |
| Nuffield Early Language Intervention | OUP |
| TTRockstars | Maths Circle |

# Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

| Measure | Details |
| --- | --- |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |